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ABSTRACT

Volunteer teachers working with the Oregon State University Extension Service Home Economics Program have found the feedback lecture method of instruction to be effective in reaching nontraditional adult students ranging in age from the mid-40s to the mid-90s. This method provides guidelines for the volunteer-teacher--who may or may not have formal higher education--to follow in presenting a particular lesson. These guidelines take the form of nine steps: (1) the teacher determines the students' level of knowledge of the material to be covered by asking a series of questions and providing immediate feedback; (2) the teacher presents the sequential order of the lesson; (3) the teacher provides a list of tasks to be learned and clarifies any uncertainties; (4) the teacher provides a general overview of the material to be covered; (5) actual instruction is provided; (6) students are asked to synthesize and evaluate the newly acquired information in light of their own life experiences; (7) students' comprehension of the new information is formally assessed; (8) feedback is provided in printed form for reinforcement; and (9) students are asked to evaluate the instructional process and materials. Each step is summarized by feedback, which makes clear to the students whether the teacher's expectations are being met, and allows the teacher to correct any non-effective teaching practices during the lesson. Transparency masters for use with a lesson on wardrobe planning are attached to this brief report. (DJR)

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THE FEEDBACK LECTURE METHOD:

TEACHING THE NON-TRADITIONAL ADULT STUDENT

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Introduction

The Oregon State University Extension Service Home Economics Program functions on the multiplier effect delivery system. This means we rely on volunteers to help reach adult students who may or may not have formal higher education. The volunteers, who are trained to be Volunteer-Teachers, may or may not have formal higher education either. Their task, as Volunteer-Teachers, is to deliver information to an adult population ranging in age from mid-forties to mid-nineties. This population is characterized by limited time and a need for immediate information. The Feedback Lecture Method of instruction has proven effective in reaching this non-traditional adult student.

The Feedback Lecture Method

Feedback can be defined as authoritative information students receive that will reinforce or modify responses to instruction and guide them more effectively in attaining the goal of the course. The more feedback given, the more effective the

teaching. Feedback is especially effective when used to prevent errors and to provide a student with direction and a sense of achievement.

Feedback is part of the teaching rather than the assessment process. It emphasizes progress towards the course objectives and the expectations of the instructor rather than assessment and comparisons among students. Furthermore, it requires observation and evaluation of a student's response or performance, which in turn is based upon earlier instructions. Feedback may be given as oral or written critique, coaching, supervision of performance, review of responses to tests, or in reaction to progress in either individual or group problem-solving. In this project, feedback was given as oral and written responses to groups of individuals.

The Feedback Lecture Method used in this project is a nine-step process which provides a set of guidelines for the Volunteer-Teacher to follow in presenting a particular lesson. Usually lessons are short, 45 minutes to one hour in length, with a definite set of objectives to be achieved.

In step one, the Volunteer-Teacher determines the students' level of knowledge by asking a series of prepared questions relative to the subject. Immediate feedback is given to their responses. Given students' present knowledge of the subject, the Volunteer-Teacher may modify the planned lesson. This brief assessment takes less than 10 minutes of teaching time. In step two, the Volunteer-Teacher provides a sequential order in which the lesson is to be presented, checking to see if students understand the order. Step three, similar to step two, the Volunteer-Teacher provides a list of tasks to be learned, clarifying any uncertainties. In step four, the Volunteer-Teacher provides a general overview of the material to be presented.

Step five is the actual instructions. Keep in mind that each step is summarized by feedback. Step six involves the student in synthesizing and evaluating the newly acquired information in light of their own life experiences. Here the Volunteer-Teacher has an opportunity to not only expand the students' knowledge, but also to expand the lesson base. Step seven is the formal assessement of students' comprehension of the newly disseminated information. Step eight is feedback in printed form for the purpose of reinforcement. It involves a listing of new terms introduced in the lesson and their definitions. Step nine is the students' evaluation of the instructional process and materials.

Conclusion

The strength of the Feedback Lecture Method is its constant nomitoring of students' progress in attaining the objectives of the lesson. This process allows the Volunteer-Teacher to correct non-affective teaching practices during the lesson. Therefore, students are provided with constant feedback of their progress. This is a motivating factor in that students know if the teacher's expectation are being met. This method has been used in many sessions of Extension Volunteer-Teacher trainings. Not only has this method been effective in working with non-traditional adult students in Home Economics setting, but resources suggest its effectivness in working with young children and individuals with short attention spans.

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

TRANSPARENCIES MASTERS

USED TO MODEL THE FEEDBACK LECTURE METHOD

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

PRE-TEST

1. EVERY WELL-PLANNED AND COORDINATED WARDROBE SHOULD HAVE THE FOLLOWING SUIT STYLES AND COLORS: ONE SINGLE-BREASTED NAVY BLUE, ONE BLACK DOUBLE-BREASTED AND ONE TAN OR BEIGE SUIT OF EITHER STYLE.

   RESPONSE: CHECK ONE _____YES _____NO

2. EVERY WOMAN SHOULD HAVE AT LEAST THREE EVENING DRESSES IN THE BASIC COLORS OF BLACK, NAVY, AND GOLD OR SILVER.

   RESPONSE: CHECK ONE _____YES _____NO

3. EVERY PERSON'S WARDROBE SHOULD REFLECT HIS OR HER LIFESTYLE.

   RESPONSE: CHECK ONE _____YES _____NO

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

PROCEDURAL PAGE

1. Have participants complete pre-test.

2. Read objectives for the lesson.

3. Read introduction.

4. Discuss the four keys for a well-planned wardrobe.

5. Complete the lifestyle chart.

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

OBJECTIVES

1. Learn the four keys to a well-planned wardrobe.

2. Determine one's lifestyle and wardrobe needs.

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

OUTLINE

I. Planning a wardrobe for your lifestyle
   A. General Introduction
   B. A Wardrobe for Your Lifestyle Pre-Test

II. Pre-planning
   A. Lifestyle Chart
   B. Wardrobe Inventory
   C. Closet organization

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

INTRODUCTION

A well-planned wardrobe doesn't just happen. It takes time and planning and a willingness to take a critical look at your present wardrobe and lifestyle. This means completing a Wardrobe Inventory, Lifestyle Chart, and Lifestyle Analysis. All these tools assist in developing a well-coordinated wardrobe reflecting one's lifestyle.

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DISCUSSION QUESTIONS

1. Define Lifestyle

2. Why is it necessary to conduct a complete wardrobe inventory?

3. What is considered a well-planned wardrobe?

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

POST-TEST

1. LIST THE FOUR KEYS TO A WELL-PLANNED WARDROBE:

   A.

   B.

   C.

   D.

2. WHAT DETERMINES WARDROBE NEEDS?

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FEEDBACK LECTURE METHOD: TEACHING THE NON-TRADITIONAL ADULT STUDENT

EVALUATION QUESTIONS

1. Were the objectives accomplished in this lesson? Yes____ No____
   How?

   Why not?

2. Has participation in this lesson been worthwhile? Yes____ No____
   If "yes", how?

   If,"no", what was needed?

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